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COMMUNITY COLLEGES IN URBAN SETTINGS.

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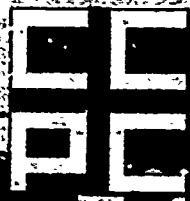
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A CONFERENCE OF ARCHITECTS, URBAN PLANNERS, COMMUNITY COLLEGE PRESIDENTS, AND EDUCATIONAL THEORISTS MET TO DISCUSS THE POSSIBILITY OF LOCATING JUNIOR COLLEGES IN CENTRAL CITIES. THE JUNIOR COLLEGE CAN MEET URBAN NEEDS FOR RETRAINING, FOR ADULT EDUCATION, FOR TRANSFER, AND FOR CREATING AN INFORMED ELECTORATE. THE COLLEGE LOCATION SHOULD ASSIST IT IN ACHIEVING ITS RESPONSIBILITIES FOR THE GREATEST NUMBER OF PEOPLE. SUBURBAN SITES ARE SUPPORTED BY A RURAL IMAGE, DESIRABILITY OF THE NEIGHBORHOODS, SPACE LIMITATIONS, AND LAND COSTS. URBAN COLLEGES MAY (1) ENCOURAGE GREATER ATTENDANCE BY DISADVANTAGED GROUPS, (2) ENCOURAGE MORE EFFECTIVE USE OF LIMITED SPACE, (3) BECOME MORE SENSITIVE TO NEEDS OF BUSINESS AND INDUSTRY, (4) INCREASE AVAILABILITY OF PART-TIME STUDENT WORK, (5) OFFER GREATER ADULT EDUCATION OPPORTUNITY, AND (6) HAVE PROXIMITY TO CULTURAL ATTRACTIONS. NEW PLANNING CONCEPTS ARE NEEDED, DEPARTING FROM TRADITION AND PROVIDING FOR GROWTH AND COMMUNITY INVOLVEMENT. BUILDING DESIGN MAY INCLUDE THE HIGH RISE PRINCIPLE AND SHARED USE OF BUILDINGS, LAND, AND OTHER FACILITIES. THE URBAN COMMUNITY COLLEGE CAN AFFECT AND BE AFFECTED BY URBAN RENEWAL PROCESSES, WITH EACH ACTIVITY CONTRIBUTING TO THE OTHER. THIS DOCUMENT IS ALSO AVAILABLE FOR \$0.50 FROM THE WESTERN REGIONAL CENTER OF EDUCATIONAL FACILITIES LABORATORIES, INC., SCHOOL OF EDUCATION, STANFORD UNIVERSITY, STANFORD, CALIFORNIA. (WO)



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UNIVERSITY OF CALIF.
LOS ANGELES

AUG 3 1967

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

Where should a community college be located? There are compelling arguments that new junior colleges should be located where ample space may be acquired relatively inexpensively and where there are sufficient roads and highways. Many public junior colleges in California have elected this option for new or expanded campuses. A different, although not necessarily a counter, argument suggests that some, and possibly a majority, of community college campuses should be built close to where the heaviest concentration of population resides. Instead of suburban locations this argument implies campuses in the heart of the central city. The junior colleges of the Chicago Public School System have exemplified this notion in their campuses. Several of the Los Angeles junior colleges are so situated and one of the to-be-formed St. Louis campuses will be in a congested area.

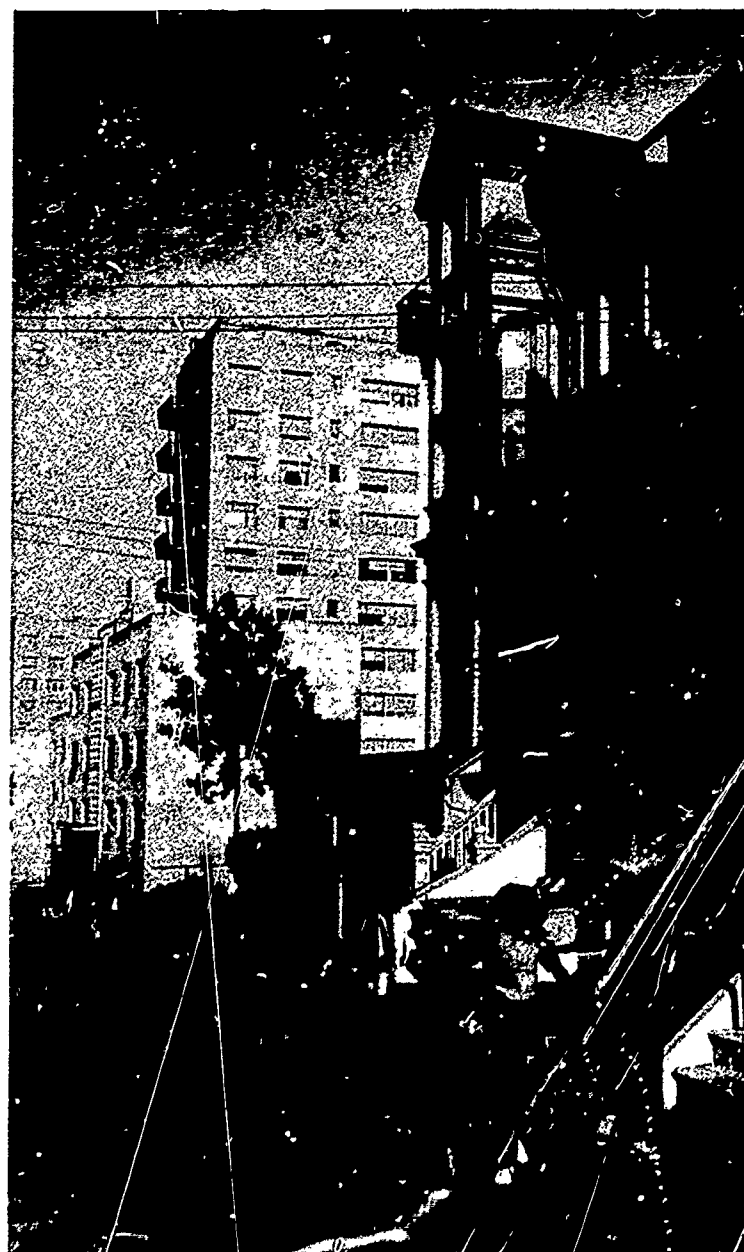
To discover the ramifications of these issues and especially to discover whether the idea of locating junior colleges in the central city was a reasonable possibility for a number of institutions the Community College Planning Center of Stanford University convened a two-day work conference. It invited architects, urban planners, community college presidents and educational theorists to discuss the matter and, if appropriate, to suggest how a college could be related to the central city. This booklet is based upon the deliberations of that conference. It attempts to describe the significance of urban life in the society, how community colleges might share that significance and some aids and suggestions for planners contemplating an urban setting for colleges.

Lewis B. Mayhew

Stanford, California, June 15, 1964

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THE NATURE OF URBAN SOCIETY

A Changed Landscape

Along with the technological and political revolutions taking place in the latter half of the twentieth century there is also a revolution in the American style of life. Many of the nation's social and political institutions and much of the American ethos are based upon a rural or small town conception of life. Yet the United States is fast becoming an urban nation. A megalopolis now extends almost continuously from Boston to Washington, D.C.; another encompasses the southern end of the Great Lakes; and others cover several large tracts on the west coast and the southern borders of the nation. The long term effects of this development are as yet obscure although some trends are discernible.

The Power and the Glory

Cities have been historically centers of trade, industry and affluence and contemporary cities are even more significant in these regards. One need only think of the power of those who form national opinion through communications and entertainment and who live and work in such cities as New York and Los Angeles. The New York Stock Exchange, although some have questioned its real worth to the economy, controls the economic stability of the nation. The Supreme Court decision requiring reapportionment of states electing congressmen precludes a growth in urban political power commensurate with urban economic power. And urban areas are also the educational centers of the nation. Over half of the students currently attending colleges or universities do so at institutions located in cities of over 100,000 people.

An Uneducated Electorate

But this growing power and influence is jeopardized by other trends. To the nation's largest cities are streaming hundreds of thousands of non-white minority group members. In 1900 when 43% of the white population lived in cities, only 22.7% of the non-white population lived there. By 1960, 69.5% of the white but 72.4% of the non-white populations resided in urban situations. The twelve largest cities currently hold 13.2% of the nation's population, but over 31% of the non-white population. This growth is not confined to the handful of very large places. Each of the fifty largest cities has experienced similar growth patterns, the most dramatic example of which is Washington, D.C., whose proportion of non-whites has risen to 54.8%.¹ The Negroes and Puerto Ricans who comprise the bulk of the non-white city population face especial problems. They come from disadvantaged backgrounds and find their new environments do not provide much rectification of their educational or cultural condition. Thus groups which can increasingly wield political power do not have, nor are they receiving, the education which can make that power a creative force.

¹ L. F. Schmore & H. Sharp, "The Changing Color of Our Big Cities," *Trans-Action*, January, 1964.

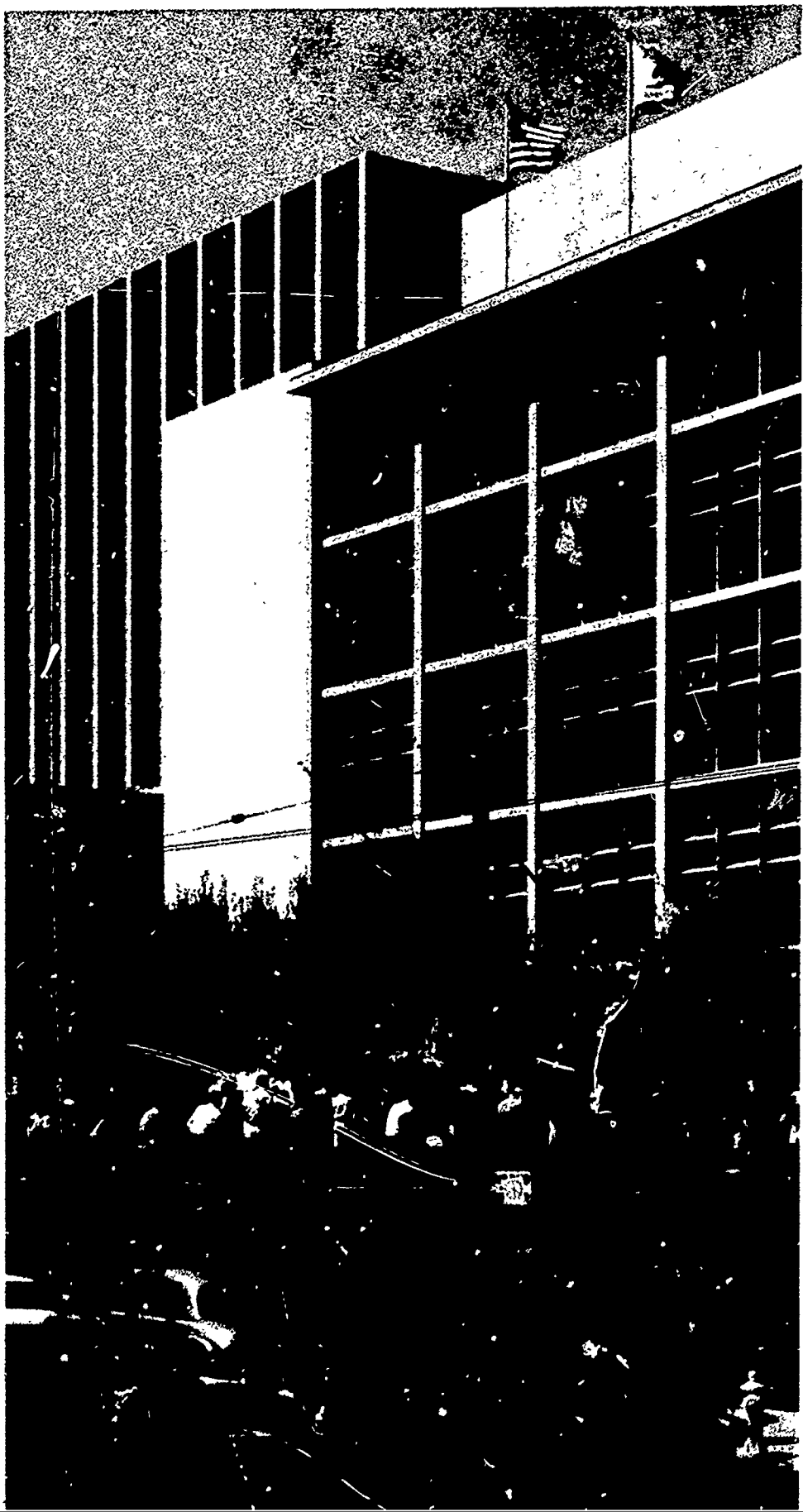
The Return of the Native

However, other trends are also involved. By the end of World War II the flight of the middle class from the cities to the suburbs had become so pronounced that many believed the central city was doomed as an important social agent. Presently, a reversal is detectable. Suburbanites, disenchanted with long hours of commuting and the relative cultural poverty outside the city, seek to return. They experience difficulties in locating homes near schools for their children and they struggle with the changing racial character of neighborhoods. *But they are seeking new solutions.* The revitalization of such places as Hyde Park, close to the University of Chicago, is an example of what is being attempted. A portion of the dynamic behind urban renewal efforts stems from this search by the middle class for a viable urban style of life.

Mix Well Before...

Then there is the effort to provide diversity within the city. And again a reversal of thinking is apparent. Among urban planners had grown the concept of compartmentalization of the city as an ideal solution. Thus, one zone would be restricted to residential purposes and another to shops and stores while still another to light industry. Heavy industry and transportation were deemed so undesirable that their spread was severely restricted. Gradually, however, a counter concept has gained currency. Theorists noted that when a region of a city became chiefly characterized by one type of activity, whether banking, eating places or even colleges, deterioration almost invariably began. One theorist, Jane Jacobs in *The Life and Death of the Largest Cities*, has urged diversification of activity. She points out that in regions of a city, such as Brooklyn Heights, in which there are homes, apartments, shops, and some industry, there is continuous growth and renewal. And she sees more urban planning, seeking to contrive such a healthy mix.





EDUCATIONAL CHANGE

Back to School

To these trends concerning the city can be matched equally significant educational needs and developments. The traditional concept that one trained once in a lifetime for a single career is giving way to the notion that many people, including professional, managerial, and sub-professional workers, will follow several different vocations during a lifetime. The surgeon who prepared to practice law after passing his physical prime in the operating room is illustrative. Retraining of engineers for new specializations, of military officers for new careers, of housewives for productive post-child rearing occupations also illustrate the point. And all such people need and demand appropriate educational facilities close at hand.

A Last Best Hope

Similarly, the plight of the five to seven per cent of the jobless has educational implications. As automation replaces workers in one activity, there should be training facilities to develop new and salable skills. The significance of such educational activity is revealed by the fact that currently something over seventeen million Americans are engaged in some form of adult education, as compared with the 4,600,000 who in 1964 enrolled as regular students in colleges and universities.

In the past appropriate educational opportunities for such purposes were available for a limited segment of the population. However, our society, especially since World War II, has become convinced that all people should have the opportunity to receive as much education as they wish and can acquire. The barriers of geography, race and economics to post-high school education are to be destroyed.

A New Educational Deal

The principal instrument the society has developed to achieve these educational purposes is the two-year community college. It attempts to offer not only the first two years of an orthodox college program, but other services as well. It provides technical-vocational education, general education, adult education and serves as a cultural center for its supporting community. Its appeal is illustrated by the rapid creation of these institutions from 594 in 1952 to over 700 at the present. The two-year community colleges in a sense can be compared to the processes of urban renewal. They are engaged in people renewal so these people can function in a changed and revitalized society. However, the question remains as to where these institutions should be located so as best to achieve their assumed responsibilities for the greatest number of people.

LOCATION OF COLLEGES

Country Ways Are Best

In some regions of the country those planning community colleges have been inclined to locate campuses in the suburbs or on the edges of cities. And there are potent reasons to support this decision.

Although America is an urban nation many of its images and folkways are rural or small town in character. The agrarian myth is strong in the American character. Conceptions of colleges are no exception. The stereotype college is that of a small, enclosed campus located in a tranquil village far from the problems and temptations of city life. Going to college is thought of ideally as going away from home to such a place for a quiet period between youth and adulthood. In an effort to insure that prospective students and their parents would appreciate community colleges as collegiate institutions, planners have sought to recapture the essence of colonial colleges.

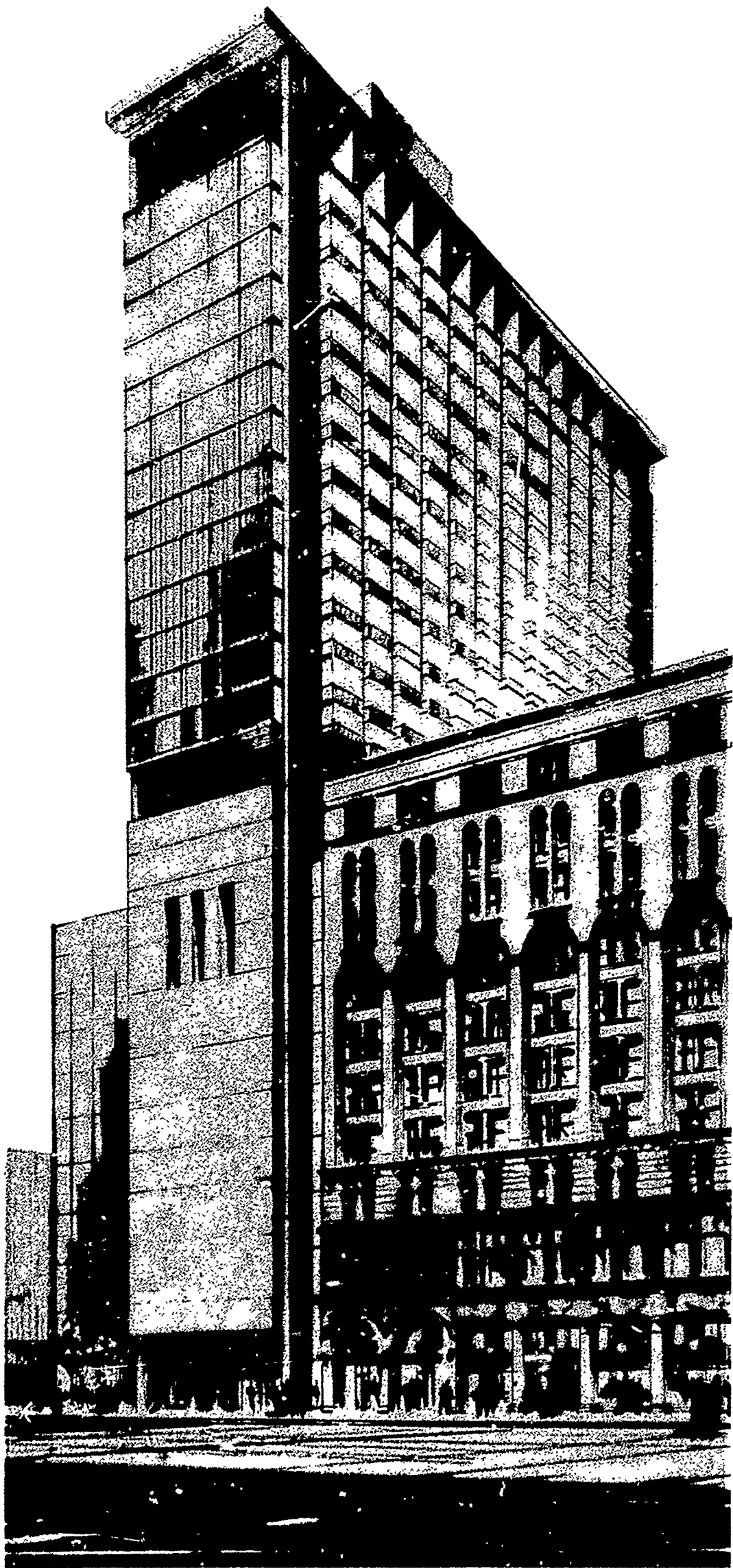
Further, the suburbs seemed such desirable neighborhoods in which students could live. The central part of the city seemed to be unattractive and sometimes unsafe places in which to rear families. A few colleges which actually are located in heavily congested urban areas find parents unwilling for their daughters to attend. They also found some difficulty in recruiting faculty members who wanted suburban areas for their own personal lives.

Limitations of space in the central city also encouraged location of a campus in the suburbs. As college students came more and more to be automobile borne the need for adequate parking space became a determining factor. In California, which has elaborate highways but limited public transportation systems the minimum of 100 acres for a campus virtually demanded a location out of the downtown area. And when each institution, as part of its collegiate function as well as its function as a community center, felt constrained to create athletic fields, swimming pools and gymnasiums a large open spaced campus seemed the only possibility.

But perhaps the clinching argument in support of locating college campuses in the suburbs is the cost of land. School boards and administrators have been reluctant to pay the five to fifty dollars a square foot for land in the city. Even though locating in suburbs might involve some alienation from a supporting urban region the one or two dollars a square foot seemed a more defensible expenditure for educational purposes.

But Cities Still Have Charm

Although arguments such as these are compelling, there are points which can be made in favor of downtown locations for at least some community colleges. The first is that a downtown location will be closer to segments of the population most in need of educational opportunity. The suburban campus serves well the youth who can afford suburban living. But even a suburban location a modest distance from centers inhabited by disadvantaged groups deters those young people from attending. The testimony from the administration of one California community college that the move from a temporary campus in a congested area to the edge of a residential



area was accompanied by a drop in Negro enrollments is revealing. And the distance moved was only 7 miles.

A second factor which is most applicable in a few cities is that a downtown location, close to public transportation allows considerably greater use of limited space. If a city has public transportation, it is likely to be oriented toward the center of the city and to offer its best services to it. Thus placing college installations in that same area means that many students can attend with little expense or inconvenience to themselves. The examples of Roosevelt College in Chicago and Brooklyn College in New York are illustrative of institutions serving large numbers of students with remarkably little land. The location next to trains and subways is the answer.

If the argument that the cities will continue to be the true centers of the economic life of the nation is sound it is reasonable to assume that colleges located in cities will likely be more sensitive to the needs of businesses and industries than those located elsewhere. An institution located close to the enterprises which will later employ its graduates is in an admirable location to render important continuing education to its graduates. Further, businesses and industries can be an important resource for part-time instructors who can keep collegiate training efforts current with new developments. Institutions located at greater distances are not so attractive for these highly trained part-time teachers.

A related virtue of city locations is the availability of part-time work opportunity for students. This may range from work which is not related to students' academic work but is needed to subvent college attendance, to cooperative work programs carefully coordinated with an academic program. Institutions can, as some have done, deliberately plan curricula so that students will attend school for half a week and work half a week, all within the same general neighborhood. This argument is given additional force if one believes that community colleges should be open and accessible to those least able to attend college without some form of financial support.

The same point can be made with respect to continuing education for adults. A general pattern now exists that an evening program of a community college actually involves more people than does the day program. People want to attend college to upgrade themselves in their vocations, to develop avocations or just to experience an intellectual change of pace from their work-a-day lives. An institution located close to where adults work could well serve as an even greater incentive for regular educational effort several nights each week.

Then the cultural resources of a city are not without significance. Observers have remarked that the vitality of Roosevelt College in Chicago is in part related to its close proximity to the Art Museum, galleries along Michigan Avenue, musical centers and theatres. With no especial effort students attending an urban campus can experience contact with the variety of enterprises and activities characterizing a complicated society. With a little additional effort a richer fare of field trips can be provided than the logistics of movement from a suburban location would allow.

City locations also present several other advantages. They provide for a natural and frequent interaction between people from different social classes, ethnic and racial groups. A carefully located urban campus can attract students from varied neighborhoods, thus helping students appreciate the variegated population which is America. Los Angeles City College, for example, serves as a focal point for both white and non-white neighborhoods which are adjacent to the campus. In St. Louis one of three campuses is located in a congested area and is intended to accomplish precisely this objective.

New Conceptions of College Planning

Obviously, locating a community college campus in a downtown area is not a universal panacea. There are regions in which the suburban solution is clearly the correct one. In some of the outlying districts of the largest cities suburban students would be penalized if they were required to travel great distances to attend an urban college. However, there is possibly greater need for more urban campuses than planning has yet met. It is the argument presented here that an urban solution to many problems of locating community colleges should at least be seriously considered. To contemplate a downtown location for a campus may very well involve some new concepts as to what a college is and how it relates to its supporting community.

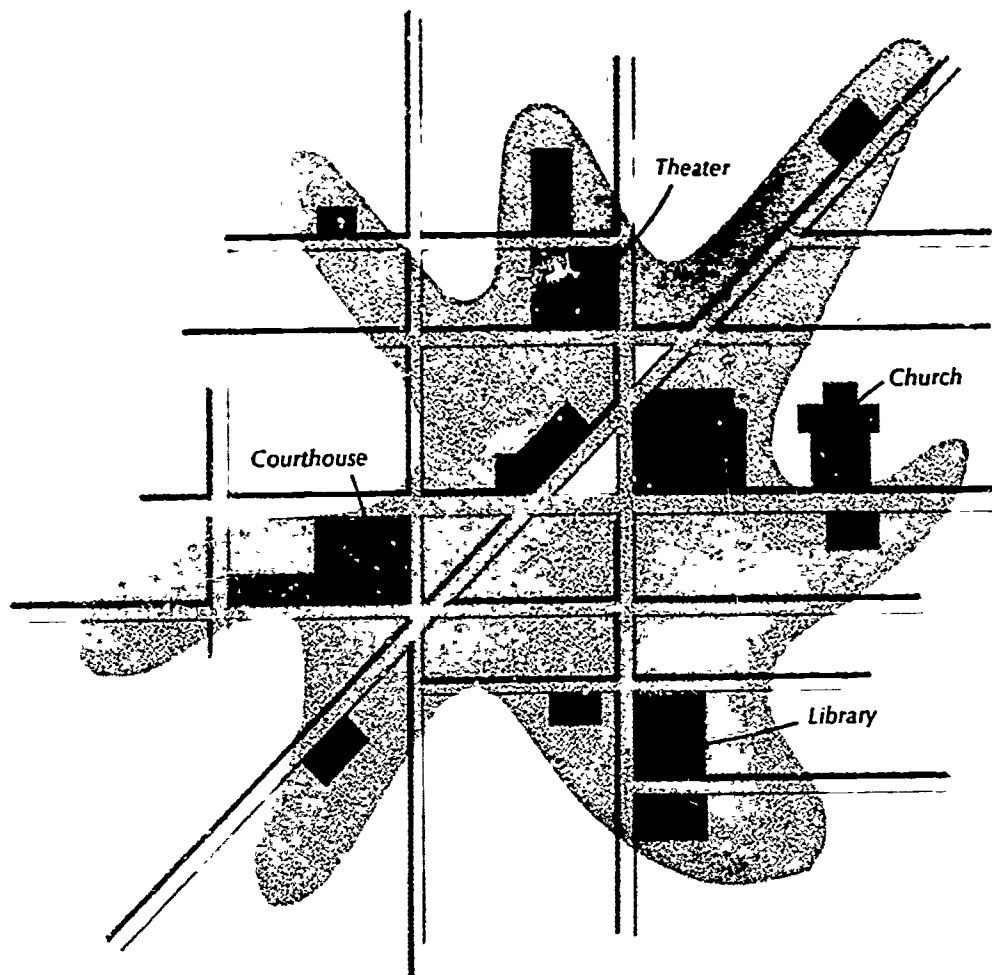
Ivy Clad or...

Typically, campuses have been planned on the model of the Roman Campus Martius. It is arranged in a quadrangle and not infrequently is walled off from the outside world. Such a conception is manifested in a variety of traditions, including the tensions between town and gown and the need for tranquillity for the scholarly contemplative life. To plan this kind of campus in a congested portion of the central city would be most costly if not impossible. And there is at least the suspicion that it would not be a healthy solution. The borders between campus walls and the rest of the city are inclined to become a no man's land from which vitality soon departs. Jane Jacobs remarks that one of the most dangerous places in New York is outside the walls that shield Barnard College from the rest of the city.

How Does an Urban College Grow?

One may conceive of a college which spreads from some one building along irregular paths for a number of city blocks. A classroom building thus might be located in one block and a student center several blocks away, separated by normal buildings and activities found in the city. In another direction one might establish a little theatre-teaching auditorium and in still another the administrative offices. No attempt would be made to wall off this complex from non-collegiate activities for the interaction between college activities and other activities would be regarded as a positive virtue. Students would be expected to walk along city streets from class to class and in the process experience the variety of city life.





A College Planned for Growth...

Like an amoeba, the urban college can expand in several directions simultaneously. This "amoebic plan" would seem to possess several distinct advantages. Since no single space is reserved for future expansion considerable flexibility for growth is preserved. As parcels of land became available for purchase a college could incorporate them and modify its own direction of growth. There would be no need to wait until all intervening land could be acquired before starting new construction, for the dogma of the self-contained campus has been rejected.

In a sense the organic conception of a college campus makes campus growth similar to organic development. When individuals experience each other, they each modify their behavior in the light of the reactions of the other. There is some reason to suppose that buildings and complexes of buildings need to be modified in similar ways. Thus as quickly as a new building is occupied, its tenants begin to make changes so that it can conform to the real needs of people. The more formal and rigid the structure the less easy this necessary adaptation is to accomplish. Similarly, a full campus plan specified in considerable detail may preclude essential modification and adaptation as the purposes of the institution change. The more flexible scheme illustrated by the amoeba says in effect that no one can really know far in advance what services a campus will be called upon to perform. Thus the planner should plan small but be prepared to grow large as the need arises.

When Opportunity Knocks

Without the restrictions of a rigid design for a campus, land acquisition can become somewhat easier. As opportunities to purchase land open, the college can obtain property which it can either use at once or allow to be used for its previous purposes. If historical structures are thus acquired they can be retained for their cultural values and at the same time be adapted to new purposes. Being a living changing institution the flexibly planned college in the center of the city will not be restricted to any single style of architecture. Indeed part of its charm and effectiveness will be the variety of buildings of which it is comprised. Thus older buildings converted to new purposes will exist beside new structures designed originally for educational purposes.

Pride of the City

Perhaps the most significant values of this kind of campus are at once symbolic yet real and practical. Social institutions thrive when their contact with the society which creates them and nourishes them are direct and constant. Thus out of the direct pride of medieval city dwellers in their church came the vigorous expression of faith which was the Gothic Cathedral. Land grant colleges became a potent force in late nineteenth century American society as they established contact with the rural population through extension services and direct practical research efforts. Community colleges seem presently to be flourishing because of the efforts their leaders and faculties are making to relate explicitly to

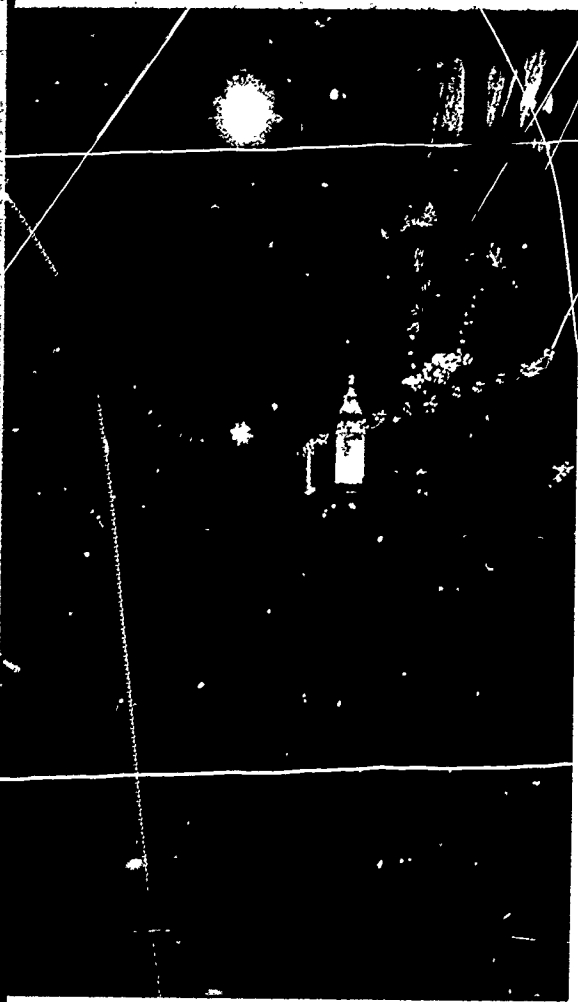
their supporting communities and to render them needed services. And when institutions withdraw from this needed contact, they lose vitality. Some have argued that Christian churches have lessened their effectiveness by failing to meet the needs of people at points desired by the society. The point has been made that churches by leaving the central city to go to the suburbs have deserted the people who need them most and who in the long run would sustain them.

It is at least a tenable notion that an institution which isolates itself behind walls or in the suburbs from large segments of the population has already started to lose its dynamic effectiveness. If this be true then an institution which opens itself to full contact with society might be closer attuned to its needs and thus possessed of the power to grow.

A Human Ecology

A related notion is that variety and diversity are as necessary for the ecology of society as they are for natural ecology. The point has already been made that as cities become zoned and stratified deterioration sets in. It may be that a city in which there is a mix of homes, schools, businesses, parks and churches will possess a number of unforeseen advantages. City streets being used constantly by many different people for different purposes may be safer places than if used only by people engaged in one activity. Thus streets lined with office buildings alone will be vacant except during the morning and late afternoon hours. Vacant streets are dead streets and an open invitation to crime. On the other hand streets which at one time are used by students going to classes, at another by housewives shopping and at another by children playing after school will always have eyes which can guard the passer-by.

Thus a college which infiltrates itself into the fabric of a city may well add to the richness and variety of the city,



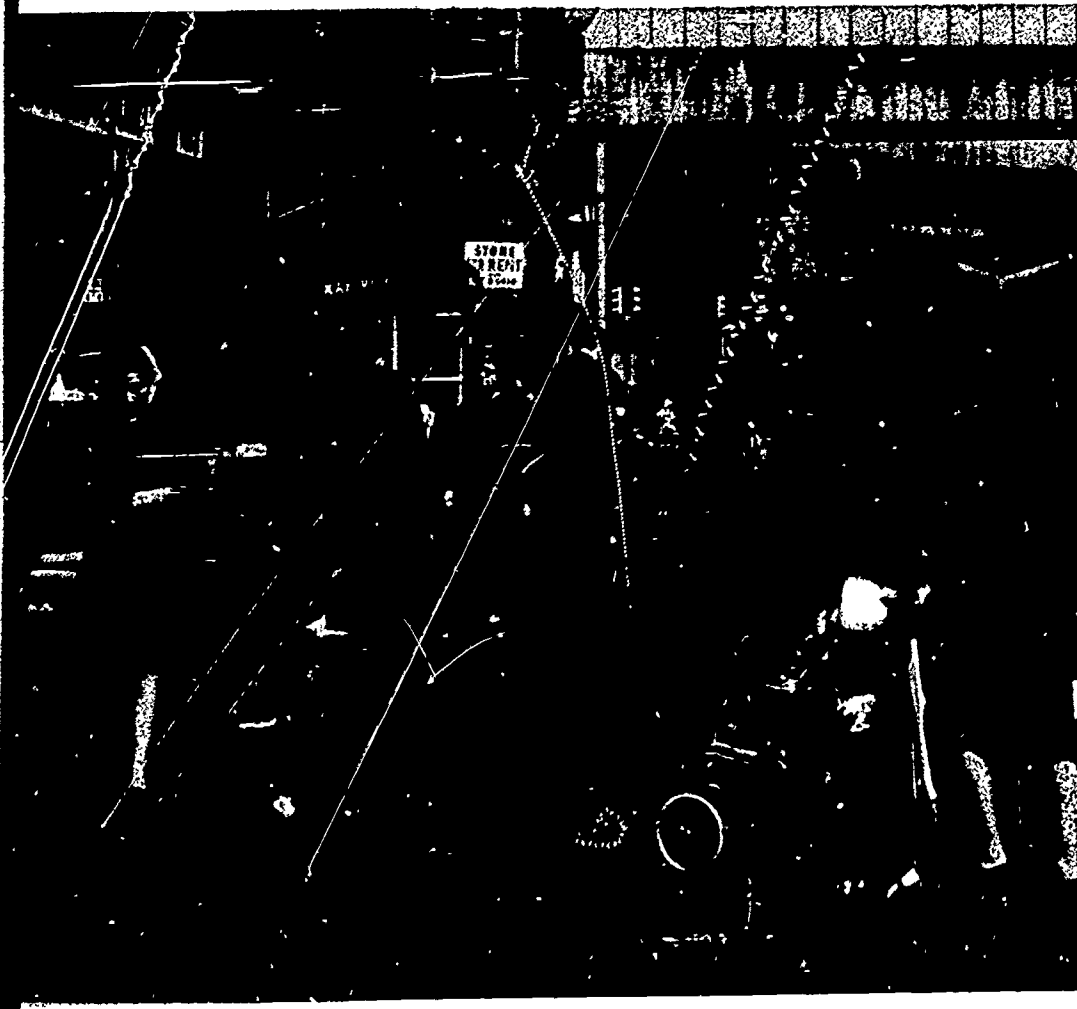
contribute its eyes to the other needed eyes of the city streets, make its services available to the many and in turn gain needed strength and support.

The question now becomes whether this conception of campus planning is realizable or whether it is simply an interesting theoretical abstraction. While no institutions exist which demonstrate fully the notion, there are a few examples which have relevance.

The University of Paris may well owe some of its productivity in the arts and literature of the West to its location on the left bank of the Seine, around the Luxembourg Gardens and the Louvre. There is no clear separation between the University of Paris and its city which provides housing from left bank garrets to the complexes of the Cité Universitaire. There is no clear delineation between the educational value of the coffee shop, bistro and classroom. The characteristics of space, architecture and planning are as varied as the school. Open garden spaces and paved courtyards are balanced by densely populated areas, narrow traffic ways and winding passages.

Roosevelt University in Chicago occupies an old auditorium building near the Loop. Students come from all over the city by public transportation and represent a rich mixture of ethnic and racial groups. Yet because this mix seems so natural a part of city life the institution does not seem to be plagued by racial problems which bother other institutions.

Brooklyn College and San Francisco State College also represent something of the notion of a college being infiltrated into an urban setting. Some theorists have suggested that these two institutions may outachieve the accomplishments of currently more prestigious institutions simply because these two are facing the full realities of city life. And of course the community colleges in Chicago and Los Angeles and the newly formed one in St. Louis have through accident and some planning exemplified something of the concept.



IMPLEMENTATIVE DEVICES

Design

In our cities today tools of organic design are obscured by inches of grime and the glaring blaze of neon. Here are descriptions and illustrations of how to transform downtown deficits into educational assets. Local problems, aspirations, and objectives will alter these specific details appropriately.

Remember, ground areas can be expanded indefinitely by applying the multilevel principle. Air rights furnish new building areas where additional land is not available. Subterranean space can now be considered feasible in economic terms.

When the decision to utilize the multilevel concept has been made, space allocation on the basis of function is the next necessary step. The University of Cincinnati recently decided to double the density of an already dense urban campus. The University's studies of space utilization revealed an inverse relationship between space requirements and flow characteristics. The most highly peopled areas required the least space and, conversely, the most sparsely peopled required the greatest space. The University now houses dormitories, libraries, offices, and research facilities in high rise towers. High density functions are at or near ground level.

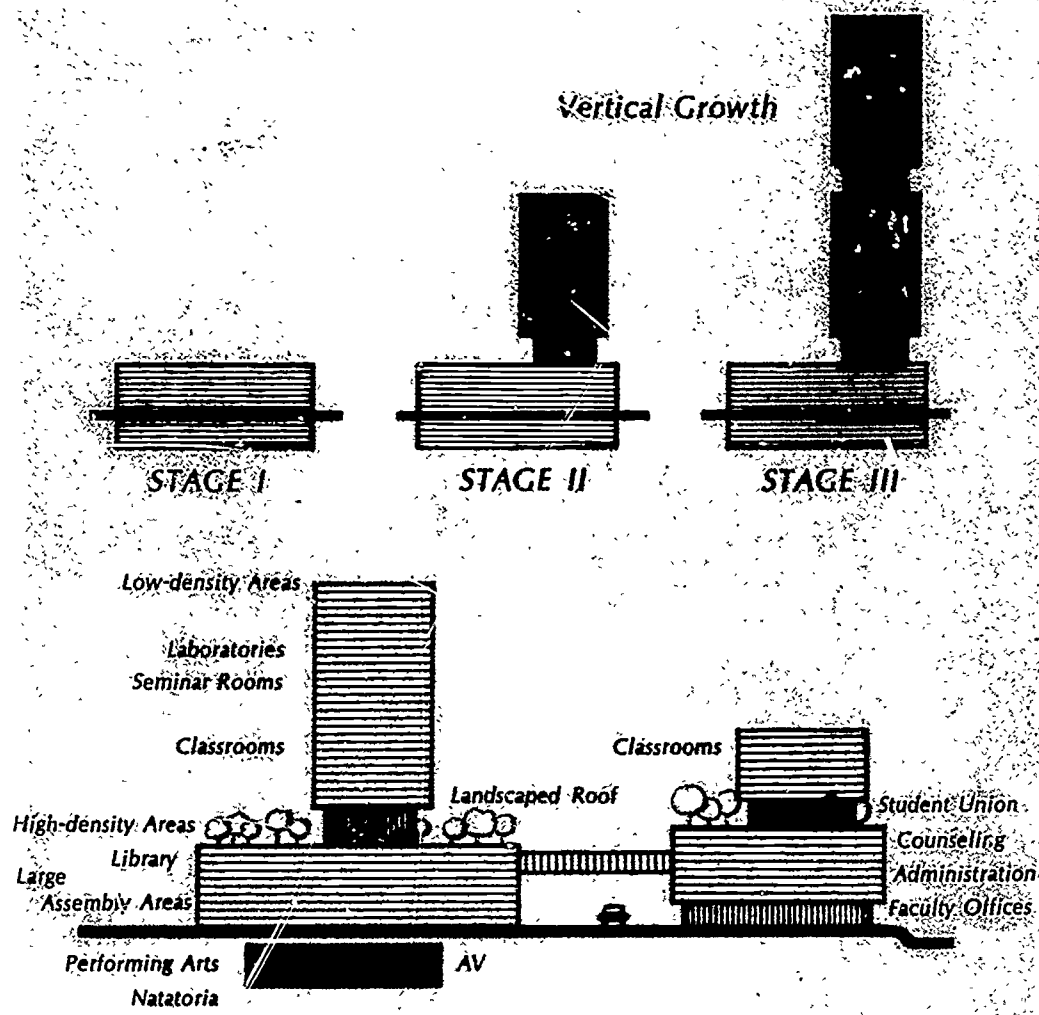
By using the high rise principle, open areas accrue in the urban center, creating an aesthetic contribution to the general populace. High rise and stilt construction provide green malls and also increase efficiency of plant security operations. Cincinnati's high concentration of student activity in the lower floors, green areas, and subterranean public rooms has set a theme of human interaction difficult to reproduce on sprawling campuses.

Designs are here recommended which will utilize forgotten and overlooked square footage to house humanizing amenities such as landscaped roof tops complete with badminton and tennis facilities; landscaped interior malls, potted plants and planted space dividers.

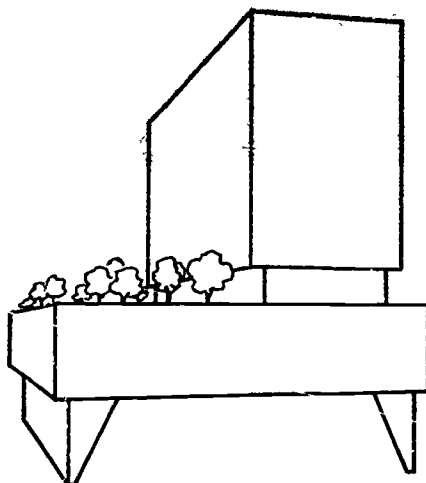
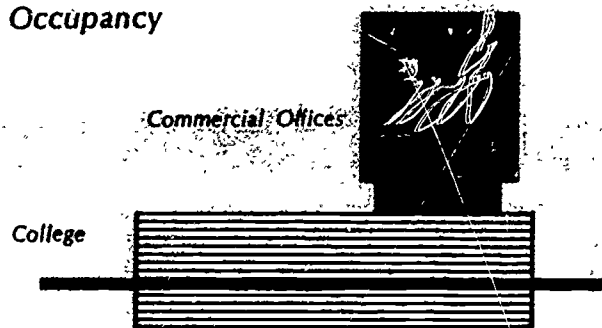
Multiple sharing of a building is an unusual college practice. There is no reason that this should be so. Facility sharing integrates the college and the community as little else can. Granting released time to employees to enhance their skills is more apt to be a reality when the college is minutes away than when the college is buried in suburbia.

Shared use of a building is not only an asset in terms of community relations, but sharing allows for eventual expansion of the college on a gradual basis.

Since condemnation is difficult, expensive, slow, and a source of antagonism in a community, other means of acquiring building space must be tried. Air rights over highways, turnpikes, freeways, can be obtained. Estimates of increased construction costs utilizing the air rights of lands in the public domain average \$10 per square foot. Although this does not compare favorably with the average \$5 per square foot for land made available through urban renewal, it has the advantage of making building space available where other means are not at hand.



Joint Occupancy

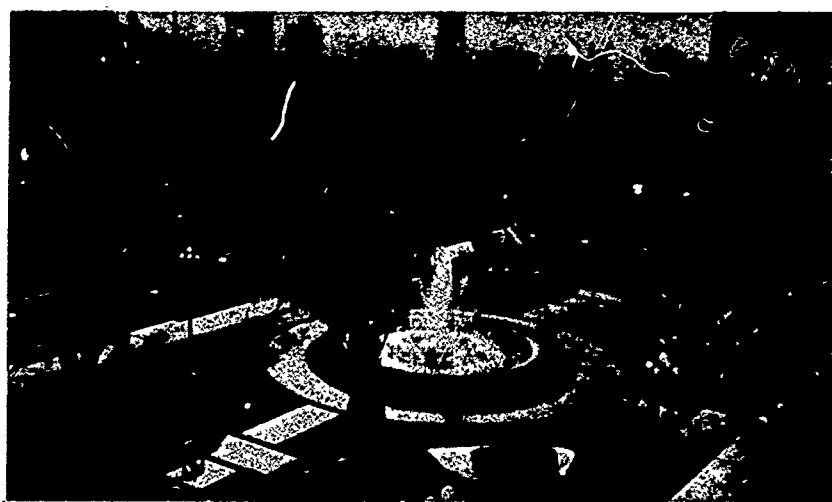


Parking

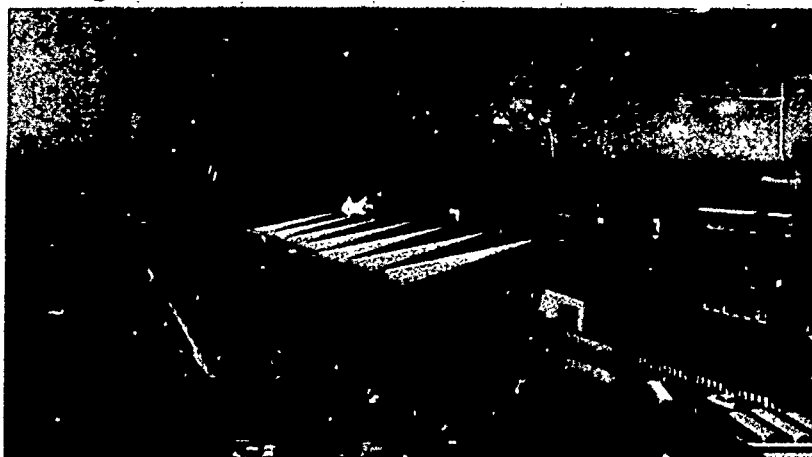
The commuter college campus is dominated by the automobile. This is probably an unavoidable reality because the suburban college can usually be reached by no other means. Careful location of an urban facility can alleviate the parking problem. It is a fact that the average student requires an area of 100 to 200 square feet of building space while his auto requires 300 square feet to park. Consider the fact that a parking stall will cost about \$2000 — little more than the students' learning space. A society can be expected to subsidize student learning but hardly student luxury transportation.

Where the urban college is not adjacent to public transportation and large parking areas are needed, the St. Louis Junior College plan might be adopted. The campus is adjacent to a sports arena. Since peak loads do not coincide, mutual use is possible and profitable.

In some cases it has been found feasible to purchase land for parking somewhat remote from the main campus. Bus transportation to the campus has been provided. Various plans have been used to benefit the students who pool cars. These plans have met with mixed success.



Air Rights



Land Acquisition

Perhaps the most generous source of federal funds has been the least used by community colleges. The Federal Urban Renewal Program (Section 112, Title I of the Housing Act of 1949, as amended) is a source every community college involved in urban planning should know. Description of Section 112 in the university setting can be found in the following:

Carlson, David B. "Town and Gown" in the *Architectural Forum*, March 1963.
Journal of Housing, No. 9, November 20, 1962. *The University as a Force in Urban Renewal*.

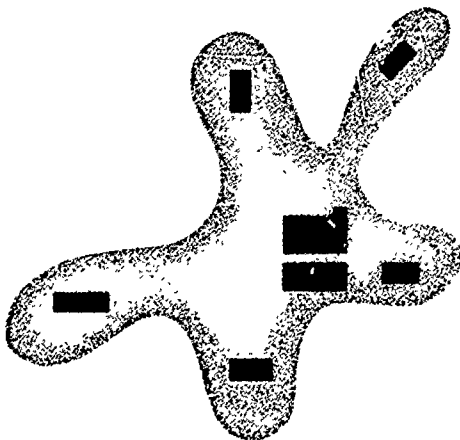
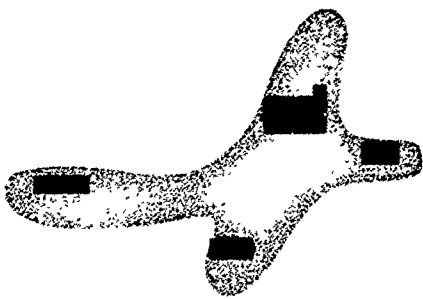
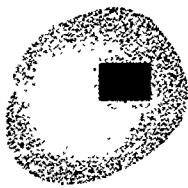
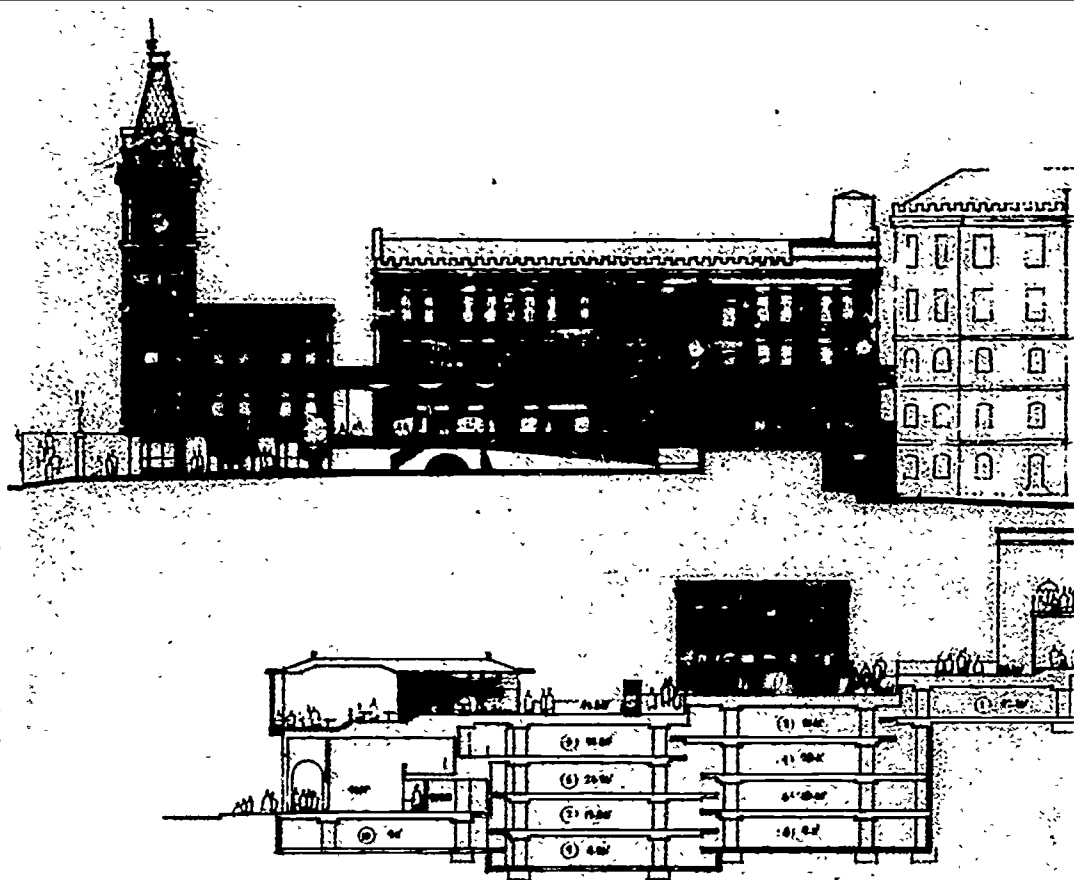
The essential requirements of the program are 1) submission of clear and definite plans to the renewal agency and 2) assurance that the plan will be carried out within specified time limits.

This program involves renewal of the city, its landscape and its people. Cooperation with urban renewal programs has in some cases slowed initial phases of construction but the loss in time has more than been compensated for by the savings in site costs. Under the program land prices are based upon final use rather than on market conditions. Even with the price advantage gained through cooperation with urban renewal projects, cost of bare urban land exceeds virgin land at the city's edge. These higher costs demand consideration of fresh design approaches. The adaptation of the multistoried principle to the school plant promises to be a productive solution to the many problems created by urban "press."

Recent emphasis on selective renewal coincides well with the organic design approach. Where dilapidated buildings are razed, leaving the well kept, the historical, or aesthetic to stand, the community college can integrate itself into the identity of the neighborhood. Renewal in this pattern links a community to its past and directs its attention to the future.

Major shopping centers in suburbia have drawn potential customers from the downtown centers. Commercial people can be expected to favor the establishment of the college not only for the increase of traffic flow but also for vocational improvement and retraining indicated earlier. It may well be that this more intimate relationship of business and the college will result in the college taking into its curriculum those functions which business has had to assume previously — functions which have sometimes been referred to as "protest movements."

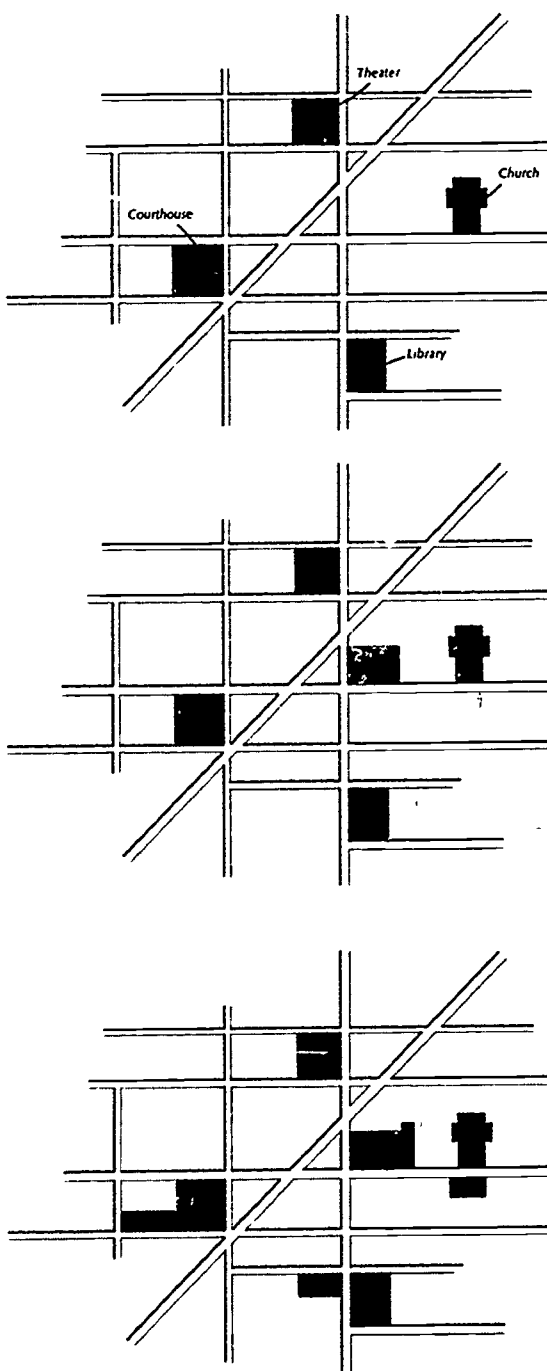
Warehousing facilities are potential sources of relatively low priced land for redevelopment. The development of shopping centers in deep suburbia has caused a shift in warehousing locations which makes this land available for redevelopment. These "gray" warehousing areas may well provide large usable areas inexpensively and rapidly.



Conclusion

The democratic ideal of equal educational opportunity will become sheer mockery if educational institutions continue to turn their backs on the poor and the deprived who are massed together in our urban slums. The community college is faced with the duty, the challenge, and the opportunity to revitalize the economy with productive urban wage earners and to revitalize each individual with a sense of human worth and dignity. To the extent that we fail to plan for the future we shall be controlled by it; to the extent that we exert human dignity in the exercise of our mentality, we achieve the status of man.

This booklet is directed to all who are interested in urban and human renewal. The ideas are but initial stimuli, the devices are mere suggestions. But the implications are central to the tenets of American idealism. The theme of this booklet is urban and human betterment; the purpose is to stimulate the reader to a re-examination of his own values and actions and to suggest that creative imagination and planning can make a major contribution in solving the ills of social institutions.

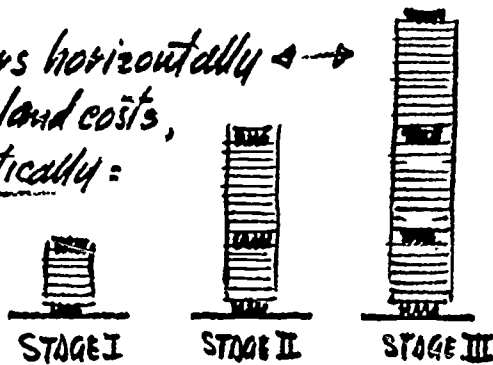


"THE COMMUNITY COLLEGE AND URBAN RENEWAL."

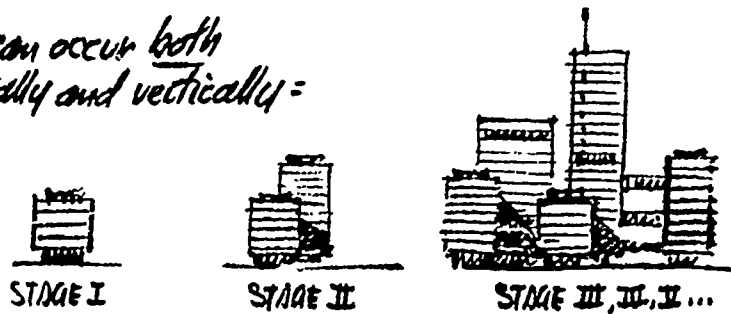
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School of Education, Stanford University

at the Center for Continuing Education,
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Growth usually occurs horizontally →
In the city, with high land costs,
growth can occur vertically:



Growth can occur both
horizontally and vertically:



Growth can occur
horizontally over streets, expressways, tracks, etc:



Growth can occur
on non-contiguous properties
(mixing the college with the life of the city:)



Waterfront sites:

1) Afloat

- on barges (as proposed by Chas. Colbert for East River, New York)
- on ships (as now practiced in New York)

2) Ashore -

- on piers (as proposed for New York City piers)
- on a peninsula into the lake (as proposed by Brubaker for U. of Illinois' Chicago Campus - using Navy Pier property.)
- on the riverfront (for example - St. Louis, Kansas City, Memphis, Cincinnati, Pittsburgh = the river cities.)

3) On Islands

- (as proposed for Chicago, in Lake Michigan)
- " " " New York, using Ellis Island

4) On fill in shallow water

- (as underway at Northwestern University in Evanston)
- (as would be possible around Long Island)

Multi-use of property in the city:

Where urban land is expensive
different functions are normally combined,
or stacked, over one parcel of land ...

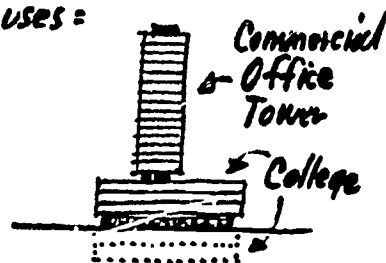
- (Pan-Am Bldg. over station & tracks)
- Offices over banks & stores
- Apartments over stores
- Apartments over parking, as Marina City.

"Property" is 3-dimensional ...
it extends from down in hell up to heaven.

The urban community college

can share land with other urban uses:

- 1) Offices over College:
- 2) Apartments over College
- 3) College over Shopping Center:
- 4) College over Parking
(-note Marina City)



- 5) College over Expressway
(as suggested by Oscar Shabt):
(as proposed by P&W for U. of Denver)



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Project Outline—School Construction Systems Development
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Campus Planning: Review and Preview
Community College Planning: Concepts, Guidelines and Issues

SIGNIFICANT SCHOOLS

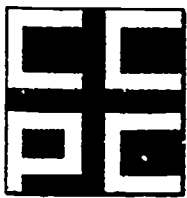
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Heathcote Elementary School, New York
Two Middle Schools, Michigan
Schools for Team Teaching
High Schools, 1962
Holland High School, Holland, Michigan
Greeneville Junior High School, Greeneville, Tennessee
Riverview Gardens Elementary Schools, St. Louis, Missouri

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